

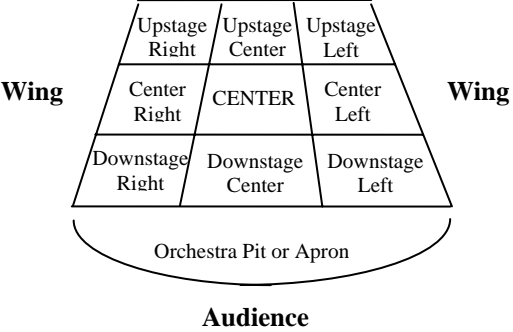
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correlated to

**Alabama Course of Study
Arts Education
Theatre Grades 6-12 Level 1**

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Theatre Grades 6-12 Level 1

STANDARDS AND OBJECTIVES	PAGE REFERENCES
<p>1. Identify basic elements of theatrical training, including vocalization, kinesthetics, and emotional and intellectual processing.</p> <ul style="list-style-type: none"> • Demonstrating ways an actor controls voice through pitch, rate, volume, pronunciation, and enunciation • Developing characters through various postures, gestures, and facial expressions • Identifying basic stage directions Examples: upstage, downstage, stage left, stage right, wing <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Using high, medium, and low spatial levels to enhance the effectiveness of a scene Examples: high—standing; medium—sitting; low—kneeling, crouching • Demonstrating a variety of actor positions or profiles Examples: one fourth, one half, full, back 	<p>47,62,83,91-92,96-98,99,100-101,128-129</p> <p>62,83-84,157,269</p> <p>62,83-84,154-156,157,269</p> <p>164-165</p> <p>157,160</p>
<p>2. Describe the acting process, including memorizing, determining, and enacting character objectives and motives, and listening and maintaining concentration.</p> <ul style="list-style-type: none"> • Using the acting process to perform a monologue or dialogue • Using improvisation to discover character and motivation • Demonstrating understanding of text, subtext, and context through improvisation • Identifying the structural elements of plot in a script or production <p>Examples: exposition, complication, crisis, climax or resolution</p>	<p>7-9,51,54-56,134,144</p> <p>107-120,122</p> <p>107-120,145</p> <p>138,144</p>

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<p>3. Identify basic components of staging a production, including set design, blocking, costumes, lighting, and sound.</p> <ul style="list-style-type: none"> • Selecting sets, props, costumes, lighting, and sounds to support a drama • Producing a rehearsal notebook that includes a record of acting choices, directions, and blocking • Analyzing the technical parts of a theatre facility and their functions, including flats, platforms, backdrops, cyclorama, and drapery, to determine their roles in effectively staging a production 	<p>76-77,155-156,203,213-214,215-219</p> <p>161,177-179,182-184</p> <p>151,194-197</p>
<p>4. Explain emotional responses to the whole as well as to the parts of a dramatic performance.</p> <ul style="list-style-type: none"> • Discussing different goals and feelings of characters • Comparing character wants and needs to personal wants and needs 	<p>51,59,62,74,129-130</p> <p>110,122,133</p>
<p>5. Use appropriate theatre vocabulary, including blocking, character, scene, empathy, aesthetics, and enunciation, to describe theatrical experiences.</p>	<p>7-12,51,155</p>
<p>6. Explain artistic choices made collaboratively by a group.</p> <ul style="list-style-type: none"> • Choosing special effects to enhance a story <p style="padding-left: 40px;">Examples: lighting, sound, technology</p>	<p>213-214,215-219,234-237,257,258,260,362</p>
<p>7. Explain legal and ethical ramifications of using another's work in a production, including copyright and intellectual property rights issues.</p>	<p>172-173,331-333</p>

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<p>8. Compare various theatre styles from different time periods and cultures. Examples: theatre in ancient Greece, Kabuki in Japan, <i>commedia dell'arte</i> in Italy, realism, melodrama, representational and presentational styles</p> <ul style="list-style-type: none"> • Designing masks, puppets, props, and sets in a variety of styles Examples: Japanese shadow puppets, Noh masks • Describing the use of literary historical archetypes as dramatic characters Examples: Greek hero, chivalrous knight in Arthurian legend, Shakespeare's tragic hero 	<p>35,44,72,88,116,122,141,158,206,231,239,270-271,347-351,361,366</p> <p>35,44,126,142</p>
<p>9. Identify ways the arts influence and are influenced by culture and politics. Examples: music growing from protests of Vietnam war helping to change public opinion against the war, plays bringing attention to the plight of women who have been ignored and dominated by a male dominated world</p>	<p>13,231,276,295,319,322,336,340,354</p>
<p>10. Use theatre skills to communicate ideas from other curriculum areas. Examples: establishing a Reader's Theatre for poetry readings, writing scripts of historical events, utilizing acting techniques to represent simple machines</p>	<p>69,110,133,201,330-338</p>
<p>11. Identify job requirements for a variety of theatre and theatre-related careers. Example: costume designer—responsible for reading script and planning costume design appropriate to period, character, and production concepts</p>	<p>249-252,254-255,256-260,261,263,264</p>
<p>12. Identifying various uses of technology, including the Internet, in theatrical design. Examples: graphic design software, intelligent lighting</p>	<p>183,234,237,257,258,263</p>